



3rd Grade Children's Rights Inquiry

Do People around the World Care about Children's Rights?



William Thomas Cain, photograph of Malala Yousafzai accepting the Nobel Peace Prize, 2014. Copyright © William Thomas Cain/Getty Images.

Supporting Questions

1. What are children's rights?
2. Why are children's rights violated in some places?
3. How do people work to protect children's rights?



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Do People around the World Care about Children's Rights?

New York State Social Studies Framework Key Idea & Practices

3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

✔ Gathering, Using, and Interpreting Evidence ✔ Civic Participation ✔ Economics and Economic Systems
✔ Geographic Reasoning

Staging the Question

Brainstorm what it means to have rights and to care about them.

Supporting Question 1

What are children's rights?

Formative Performance Task

Define the word "rights," identify some of the universal rights of children, and state why these rights are important.

Featured Sources

Source A: *I Have the Right to Be a Child*
Source B: "For Every Child"

Supporting Question 2

Why are children's rights violated in some places?

Formative Performance Task

Write and support claims about why some children's rights are violated around the world using evidence from text and statistics.

Featured Sources

Source A: "There Are 30 Million Slaves in the World, Report Says"
Source B: "More Children Coming to the U.S. Need Help Adjusting"

Supporting Question 3

How do people work to protect children's rights?

Formative Performance Task

Write and support claims about the ways people work to protect children's rights using evidence from sources.

Featured Sources

Source A: UNICEF 2013 School Challenge presentations
Source B: "The Obamas Want the U.S. to Help Girls around the World Stay in School"

Summative Performance Task

ARGUMENT Do people around the world care about children's rights? Construct an argument, supported by evidence, which addresses this question.

EXTENSION Express students' arguments through a class discussion using the Take a Stand protocol.

Taking Informed Action

UNDERSTAND Brainstorm a list of issues related to children's rights around the world, for which the class might construct a public service announcement.

ASSESS Determine how a public service announcement could influence the protection of children's rights.

ACT Choose one issue and construct a public service announcement that could be submitted for broadcast during the school announcements.



Overview

Inquiry Description

This inquiry focuses on the concept of universal human rights and fair treatment of all people through the compelling question “Do people around the world care about children’s rights?” This question highlights the idea that human rights, including the right to have one’s basic needs met, are to be universally ensured and protected. Around the world there are many instances of human rights violations, but there are also individuals, groups, and nations who work to protect and defend human rights. The focus on *children’s* rights—the idea that children have unique rights that apply to them as nonadult members of the global citizenry—offers students an opportunity to examine the idea that they have rights and to understand that they can have an impact on the world.

Three supporting questions guide students in their inquiry by introducing the concept of universal human rights while identifying some of the specific rights of children, investigating children’s rights violations, and learning about how human rights are protected by individuals and groups around the world. By examining the featured sources in this inquiry, students deepen their understandings of global human rights issues and learn how people can improve the lives of others by protecting human rights.

NOTE: This inquiry is expected to take three to five 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 plans for students with disabilities.

Content Background

The concept of universal human rights asserts that all people should be treated fairly and should have the opportunity for their basic needs to be met. Across the globe, these rights should be protected in order to ensure fair treatment and equal access to opportunity for all. In efforts to clarify and specify the rights of all global citizens, the United Nations adopted the Universal Declaration of Human Rights in 1948 and the Convention on the Rights of the Child in 1989. The convention has been ratified by all United Nations member states, with the exception of Somalia, South Sudan, and the United States. (For more information on the Convention on the Rights of the Child, see the UNICEF website: <http://www.unicef.org/crc/>. For more information on the United States’ reluctance to ratify the convention, see The Economist column “Why Won’t America Ratify the UN Convention on Children’s Rights,” posted by S. C. to The Economist website on October 8, 2013: <http://www.economist.com/blogs/economist-explains/2013/10/economist-explains-2>).

Although specific rights of children are recognized and identified in international law, these laws are sometimes disregarded and violated. Two such ways children’s rights are violated around the world are in the perpetuation of child labor practices and in the unequal access to and denial of rights to an education, especially for girls.

Individuals, groups, and governments around the world work to protect and defend children’s social, physical, and economic well-being in different ways. UNICEF is one such group that advocates for the protection of children’s rights and is active in nearly every country in the world.



Content, Practices, and Literacies

A robust curriculum inquiry marries the key content students need to learn with the social studies skills and practices they need to master. The formative performance tasks represented in this inquiry build students' content knowledge about human rights through demonstration of the associated third-grade social studies practices. The first formative performance task focuses students' attention on what it means for people to have rights and on identifying some of the internationally recognized rights of children. As students discuss and explore the featured sources (Gathering, Using, and Interpreting Evidence), they identify the efforts and roles of individuals and groups within world communities who take responsibility for protecting children's rights (Civic Participation).

The second formative performance task exposes students to instances of children's rights violations around the world by highlighting poverty, migration, and access to education. These understandings enable students to broaden their comprehension of the Key Idea while demonstrating aspects of the Economics and Economic Systems practices. Examining how scarcity affects decisions and the costs and benefits of economic decisions (Economics and Economic Systems) is important in building students' understanding of why children's rights violations occur in some places.

The third formative performance task highlights the roles and responsibilities individuals and organizations around the world take on in order to protect human rights. This task again calls upon students to use the practice of Civic Participation through an activity focusing on a world community issue or problem and examining the roles of individuals and groups in social and political participation.

An increase in the complexity of thinking is evident across the three formative performance tasks. The first task works at the identification level, in that students are learning about internationally accepted definitions of rights and identifying some rights of children. The second task also has an identification element, in that students are asked to identify instances of children's rights violations, but students are also prompted to make inferences that explain why these violations occur in the context of global economics and inequality. In the third formative performance task, students examine the impact of efforts around the world to protect children's rights, which prepares them to make and support claims about how much people care about the issue of children's rights in the Summative Performance Task.

The New York State P–12 Common Core Learning Standards for English Language Arts & Literacy offer social studies teachers numerous opportunities to integrate literacy goals and skills into their instruction. The Common Core supports the inquiry process through reading rich informational texts, writing evidence-based arguments, speaking and listening in public venues, and using academic vocabulary to complement the pedagogical directions advocated in the New York K–12 Social Studies Framework. At the end of this inquiry is an explication of how teachers might integrate literacy skills throughout the content, instruction, and resource decisions they make.



Staging the Compelling Question

Compelling Question

Do people around the world care about children's rights?

Teachers may choose to begin staging the compelling question by focusing on vocabulary and context before introducing the question in its entirety. For instance, the teacher might ask, "What does it mean to *care about something*?" or "How would we know if people *cared about something*?" Doing so encourages students to make connections within a more localized context, such as school, and then broaden that understanding to the rest of the world. For example, students may make the following connection: "If we care about our school work, it means we work hard on it and are committed to doing it well."

Following this discussion, teachers might present the photograph on the first page of this inquiry, which shows Pakistani activist Malala Yousafzai winning the Nobel Peace Prize. Malala won the award for her work on behalf of education for girls in Pakistan and around the world. (For more background, see <http://www.washingtonpost.com/blogs/worldviews/wp/2014/12/09/malala-yousafzai-from-a-schoolgirl-to-a-nobel-peace-prize-winner/>). After explaining what the picture represents, teachers might ask their students how Malala's actions reflect "caring about something."

It will also be critical to begin discussing the concept of rights and, eventually, the rights of children. Teachers will want to highlight that this inquiry examines children's rights around the world, connecting the question to the broad Grade 3 focus on world communities. This opening discussion is especially important for English language learners who may have had limited exposure to vocabulary within the compelling question, such as "rights."

Students may discuss their ideas about rights and the notion of caring about something as a whole class or in small groups, and then represent their ideas through drawing or writing activities as teachers see fit. It might be helpful to plan for this introductory discussion before beginning Formative Performance Task 1 in order to address vocabulary needs or gaps in knowledge and to share student's emerging ideas. Ideally, students can return to these ideas throughout the formative performance tasks. Students should be able to analyze and articulate how their ideas and perspectives change and develop as the inquiry unfolds.



Supporting Question 1

Supporting Question	What are children's rights?
Formative Performance Task	Define the word "rights," identify some of the universal rights of children, and state why these rights are important.
Featured Sources	Source A: <i>I Have the Right to Be a Child</i> Source B: "For Every Child"
Conceptual Understanding	(3.8a) Across global communities, governments and citizens alike have a responsibility to protect human rights and treat others fairly
Content Specifications	Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.
Social Studies Practices	<ul style="list-style-type: none"> ✓ Gathering, Using, and Interpreting Evidence ✓ Civic Participation

Supporting Question

As students begin to think about and investigate this supporting question and the featured sources, they explore an internationally accepted definition of the specified rights of children. To build an argument in response to the compelling question, students need to have background knowledge about the concept of universal rights. They need to know that people from many countries around the world have agreed in writing to uphold particular rights through international agreements. Teachers may wish to introduce students to the rights protected by the Convention on the Rights of the Child by explaining that the document aims to protect children's social, physical, and economic well-being. In understanding each of these terms ("social," "physical," "economic," and "well-being"), students should be able to categorize certain rights and conceptualize the violation of these rights.

Formative Performance Task

Formative Performance Task 1 asks students to define what a right is and to illustrate and describe the importance of some of the internationally accepted rights of children. Students can gather this information from Featured Sources A and B and through class discussions about rights (Civic Participation). To show that they are gaining understanding (Gathering, Using, and Interpreting Evidence), students can draw illustrations of selected children's rights and explain why those chosen are important. Teachers may wish to frame this task for students with an audience and purpose in mind (e.g., compiling student pages into a book to be read by another class in the school). Students could also cut and paste images from magazines or other sources in lieu of drawing.



Children's Rights Task

DIRECTIONS—PART 1: Think about the book we read, the video we watched, and our class discussion. Answer the question below, including details and vocabulary words.

What are *rights*?

DIRECTIONS—PART 2: Choose at least two of the rights of children that we have discussed and read about. Draw a picture showing each of these rights and explain why they are important.

As a child, I have the right to

This right is important because

As a child, I have the right to

This right is important because



Featured Sources

FEATURED SOURCE A is the picture book *I Have the Right to Be a Child*, which is also available as a short YouTube video. This book introduces readers to the concept of human rights, specifically the rights of children as put forth in the United Nations Convention on the Rights of the Child. Teachers may wish to use this book, or parts of it, to launch a class discussion about what it means to have rights. After previewing the book, teachers can select excerpts and specific pages to read aloud in order to highlight some of the rights of children, or they may choose to expose children to the book in its entirety. Students should be given the opportunity, with partners or in small groups, to discuss the text and grapple with the notion of rights and how rights often need to be protected so they may be extended to all people. After sufficient discussion, students should engage in Formative Performance Task 1, using details from the text to construct their written responses to Part 1 and their written responses and illustrations in Part 2.

FEATURED SOURCE B is a video produced by UNICEF highlighting the importance of children's rights as documented in the Convention on the Rights of the Child. Photographs from children around the world are displayed in a slide show with written captions. Teachers should have the class watch this video three times. The first time, students can watch the video while paying attention to the images. The second time, teachers may choose to read the captions aloud to the class as they are displayed on the screen and to pause the video at various points to discuss vocabulary related to human rights. This discussion of vocabulary can include specific attention to the words "inalienable" (students will encounter this word again in fourth grade while studying the Declaration of Independence), "guarantee," and "ensure." Teachers are encouraged to use a range of academic vocabulary pedagogical strategies in teaching these words. Although other words in the video may be unfamiliar to students (such as "enshrined"), it is suggested that discussion focus on these three words in particular because they will be especially helpful for students to understand and use in their own writing about children's rights. The third time watching the video, students can be asked to name various rights they see displayed in the images or take notes for a graphic organizer.

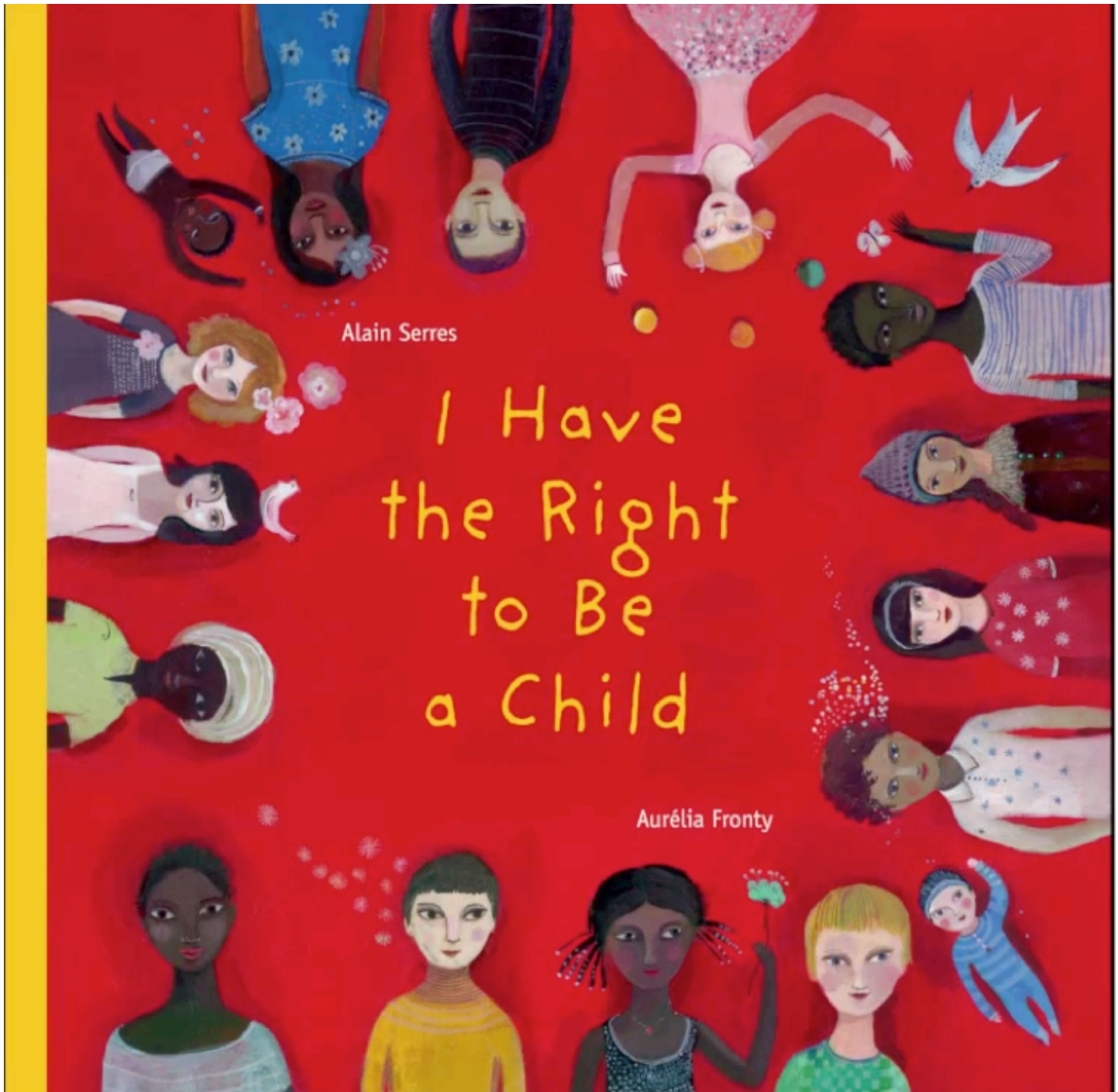


Supporting Question 1

Featured Source

Source A: Alain Serres, picture book about children's rights, *I Have the Right to Be a Child*. Toronto: House of Anansi Press, 2009

NOTE: Rather than reading the book themselves, teachers may want to play the book trailer from YouTube in which a girl reads the book while some of the artwork is shown. The video mentions the Convention on the Rights of the Child.



"I Have the Right to Be a Child Book Trailer," House of Anansi, YouTube, March 20, 2012.

<https://www.youtube.com/watch?v=PclSfAugvws>.



Supporting Question 1

Featured Source

Source B: UNICEF, video on children's rights, "For Every Child," 2010



Reproduced from YouTube. <https://www.youtube.com/watch?v=Mmy9MpwyKnQ>.



Supporting Question 2

Supporting Question	Why are children's rights violated in some places?
Formative Performance Task	Write and support claims about why some children's rights are violated around the world using evidence from text and statistics.
Featured Sources	Source A: "There Are 30 Million Slaves in the World, Report Says" Source B: "More Children Coming to the U.S. Need Help Adjusting"
Conceptual Understanding	(3.8b) Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.
Content Specifications	Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.
Social Studies Practices	<ul style="list-style-type: none"> ✓ Gathering, Using, and Interpreting Evidence ✓ Chronological Reasoning and Causation ✓ Economics and Economic Systems

Supporting Question

As students begin to think about and investigate this supporting question and the featured sources, they will learn about specific examples from around the world in which children's rights have been violated. They will examine how discrimination and poverty play a role in exacerbating conditions for some children and will learn about some of the complex reasons children's rights violations exist, even though the Convention on the Rights of the Child has been ratified by most nations on earth.

Formative Performance Task

The second formative performance task calls on students to use evidence from various sources (Gathering, Using, and Interpreting Evidence) to demonstrate their growing knowledge about children's rights, including why children's rights are violated in some places. Students should identify examples of these violations, where they occur, and provide evidence from the text that explains why these violations occur. The selected sources allow students to develop skills related to Chronological Reasoning and Causation by building their understanding of how events and patterns of continuity and change in world communities have sometimes resulted in children's rights violations, such as denial of the right to an education. Also relevant are practices related to Economics and Economic Systems, whereby students learn about how scarcity and decisions about the use of resources have affected the lives of children, sometimes resulting in the perpetuation of child labor practices and even slavery.

Although teachers may have students complete the Children's Rights Violations Task as individuals, there should be opportunities for them to work in pairs and small groups to partner-read and discuss the sources. Offering students opportunities to verbalize their emerging understandings beforehand helps them think about and respond to the written task. If a class anchor chart documenting evidence and inferences is created, students may be permitted to consult this chart as they complete the task.

A possible extension to this task could be the inclusion of a journal-writing or illustration activity in which students reflect on what they have learned about children's rights violations around the world. Doing so allows students the opportunity to draw conclusions and express their feelings about the topic. The products of their reflections might also serve as a potential resource for the Taking Informed Action activities at the conclusion of the inquiry.



Children's Rights Violations Task

All children have the right to . . .	This right is violated for some children in . . .	Evidence from my sources: What are some reasons this violation happens here?
<i>Example: Go to school and not be forced into slavery</i>	<i>Mauritania</i>	<i>Many families in Mauritania are poor and need their children to work so they can survive.</i>

Featured Sources

FEATURED SOURCE A presents information about child labor practices around the world where children are pressed into slavery. The source indicates that such child labor practices are widespread throughout the world, including in the United States. This source makes important connections to poverty and global economic situations that contribute to the perpetuation of child labor practices, including in the United States. This realization, coupled with the knowledge that the United States is one of only three countries (the others being Somalia and South Sudan) yet to ratify the Convention on the Rights of the Child, reinforces that this issue is relevant around the world and here at home.

Independent reading of this text source may be challenging for some third-grade readers. To scaffold the reading and comprehension, teachers may choose to have students read small sections of the text several times—in pairs, in small groups, or as a whole class, stopping to discuss and compare what they learn to what they have already learned about internationally accepted definitions of children's rights. They may also wish to establish more concrete examples and non-examples of children's rights violations by exploring some of the information presented in greater detail (e.g., how working on a cocoa plantation is different from helping around the house with chores) A class anchor chart could be co-constructed to document evidence and inferences found in the text.

FEATURED SOURCE B provides students with information about the fact that many children (and their families) are forced to leave their homes to migrate to other countries where more opportunities exist. Those opportunities, as in the case of Central Americans coming to the United States, do not always materialize.

One way to allow students time to think, share, and react to these two sources would be through the use of a Chalk Talk/Silent Discussion protocol. After they have ample time to read the sources independently, small groups of students are provided with the sources mounted on large pieces of blank paper. Students are told not to speak aloud to one another but to use writing and drawing to react to the sources within the blank space around them. One student might begin the exercise by circling the sentence, "Nearly 30 million people on Earth are slaves," from



Featured Source A and writing, “Wow! I didn’t know that there are still slaves.” Another child might continue the “silent conversation” by drawing an arrow from the first child’s comment to the sentence “Recently there has been a huge increase in Central American children traveling alone to the United States” and then writing, “If these kids have to leave their homes, they must miss a lot of school.” This routine can be modeled first by the teacher and one or two students or another adult so that students learn how to participate. Over time, repeated use of this routine to digest sources results in richer written dialogue. Students should be given time to return to their posters after consulting additional sources to allow the conversation to evolve.

Additional Resources

The sources described earlier are featured because they offer an opportunity to highlight the kinds of sources teachers may use to teach the inquiry and how to use them. They are not meant to be a final or exhaustive list. Additional or alternative sources include the following:

- Larry Price, “Hard at Work,” video from the Pulitzer Center Time for Kids website. www.timeforkids.com/photos-video/video/hard-work-117456. Photojournalist Price visits Burkina Faso to report on working conditions of children in gold-mining camps. Teachers may choose to show selected parts of this video.
- Excerpted statistics from UNICEF on children’s rights violations (such as those included below). Teachers may scaffold exploration of relevant statistics by integrating mathematics lessons on fractions and percentages as applicable.

Excerpts of Child Labor Information and Selected Statistics

- The United Nations Children’s Fund (UNICEF) estimates that 158 million children between the ages of 5 and 14 years old were engaged in child labor as of 2006.
- More than one third of children in sub-Saharan Africa work.
- The International Labor Organization estimates that more than two thirds of all child labor is agricultural. Children in rural areas—girls in particular—begin agricultural labor as young as 5 to 7 years old.

Country	Continent	Percentage of Boys Age 5–14 Who Work	Percentage of Girls Age 5–14 Who Work	Types of Work Done by Children
Colombia	South America	6%	4%	Cutting flowers, mining emeralds and gold
Ecuador	South America	9%	4%	Growing and picking bananas
Ghana	Africa	57%	58%	Harvesting cacao
India	Asia	12%	16%	Weaving carpets, making bricks, working as nannies
Mongolia	Asia	35%	36%	Mining coal

UNICEF 2008.



Supporting Question 2

Featured Source

Source A: Newsela staff, article about poverty and slavery, "There Are 30 Million Slaves in the World, Report Says," *Los Angeles Times*, October 18, 2013

There are 30 million slaves in the world, report says

By Los Angeles Times, adapted by Newsela staff

JOHANNESBURG — Slavery is not just something you read about in history books. It is still around today. It even exists in the United States, a new report said Thursday. But Africa has more slaves than anywhere else.

Nearly 30 million people on Earth are slaves, the report said. It is called the Global Slavery Index. Africa has 38 of the 50 countries where slavery is at its worst, it said.

Mauritania is a country in West Africa. It has the poorest record. Some 150,000 people are held captive there, the report said. Many of their parents were slaves. They were born into slavery. Other countries with a lot of slavery also are located in West Africa.

West Africa has a sad place in the history of slavery. Africans captured by raiders were taken there. Then they were shipped to the New World. Today, children are bought and sold around the region. They are forced to work in homes and farms. Some are sold for other duties.

Many Slaves Are Children

In many African countries, children are sold into labor by poor parents. Some are sent to Islamic schools. There, they are forced to beg on the streets by religious leaders. Others are made child soldiers by armed gangs. Girls are often married off young. They cannot go to school. Some of them are also forced to work for armed groups.

The risks of becoming a slave are high in many African countries, the report said. It mentioned extreme poverty, armed conflicts and government corruption as some of the reasons.

Women can still be forced to marry. Children are also made to marry, the reported said. "Traditional" laws allow this to happen.

As many as 20 percent of the people in Mauritania are enslaved, according to a group there.

Slavery in Mauritania goes back generations. The country has banned the practice. It has also signed international agreements against slavery and child labor. But the practice still has deep roots.

"Worst Forms Of Child Labor"

Adults and children from social classes of slaves in Mauritania usually cannot read. They do not know their rights. They are regarded as the property of their masters. Slaves can see their children sold to other masters. Children are also given away as gifts.

Slaves do not have education or know of a different way to survive. So "many believe that it is God's wish for them to be slaves," the report said.

The report called on Mauritania to look into the problem. It also called on the country to do more to support slaves leaving their masters and to help them go to court to be paid back for their time as slaves.



In Ivory Coast, many children work without pay in fishing, farming, building, homes and the cocoa industry. Cocoa is one of country's major exports. Up to 800,000 children work on small family farms. Their working conditions are similar to "the worst forms of child labor," according to the report.

The United States is ranked 134th in the Global Slavery Index. Experts think there are nearly 60,000 slaves in the U.S.

The Global Slavery Index was created by the Walk Free Foundation.

A rich Australian businessman named Andrew Forrest started the foundation. Its goal is to stop slavery. It tries to put pressure on companies. It wants them to make sure that their products and supplies are not made by slaves.

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Supporting Question 2

Featured Source

Source B: Newsela staff, article about child refugees, "More Children Coming to the U.S. Need Help Adjusting," Stateline.org, October 27, 2014

More children coming to U.S. need help adjusting

By Stateline.org, adapted by Newsela staff

RICHMOND, Va. — It took Asein Ta three days to walk to safety. To escape an unsafe situation in his home country, he made a dangerous trip through mountains. He followed his uncle who made the trip by hobbling on one leg.

"He said there was good out there, something different," Ta said.

The two left their native country of Myanmar, also known as Burma. It is located in Southeast Asia. The two were refugees. Like other refugees, they were leaving a dangerous situation at home to live somewhere else. They went to a refugee camp in Thailand. Ta was not even a teenager then.

Now he is 21. Ta's mother sent him away to keep him safe. She died soon after he left.

Help Finding A New Home

Five years later, Ta was on a plane to Virginia. He was helped by a program called Unaccompanied Refugee Minors (URM). The U.S. government runs the program to help children. For 35 years it has helped them after they have escaped war and natural disasters, like earthquakes. It has helped children from all around the world.

The program lets refugee children stay in America. It places them with foster parents.

Ta was clearly a refugee. He was part of a minority group that was in danger.

There are questions about whether children coming to the United States from Central America are actually refugees.

Two Groups Disagree

Recently there has been a huge increase in Central American children traveling alone to the United States. They leave their countries and travel through Mexico. Then they cross the border to get into the U.S. In 2011, fewer than 4,000 children crossed the border. But in 2014, about 44,000 made the trip.

They are trying to escape crime and violence. Some people think URM should help them.

The United Nations says the Central American children are refugees. Some have been victims of kidnapping or other crimes. The United Nations believes they should be able to move to other countries for safety.

The U.S. government does not consider the children refugees. If they did, the children could use the URM program to stay in the United States.

How To Help Best

The URM's size is another problem. URM assisted 3,828 children in 1985. Today it only helps about 1,800. Even if they were considered to be refugees, it is not clear that the program could help many of the Central American kids.



Some argue that calling them refugees would be the best way to help. Kimberly Haynes is one of those people. She works for a charity that helps children through URM.

Haynes says that both the Central American children and past refugees from other parts of the world face the same problems. "The situations are pretty horrific," she said.

URM programs help refugees get legal aid, education, housing and health care. More children are using the program recently. In 2011 there were 1,409 children in the program. By 2013 there were 1,850.

What Is It Like At Home?

A 2012 report found that one-third of the children in the program were from Latin America. Many were from Honduras, Guatemala and Mexico.

The way to determine if someone is a refugee, and can use URM, is to study the situation of the children in their home countries. The government plans to do that more.

President Barack Obama said some Central American children are refugees. They might be able to apply in certain cases.

He warned that not everybody will make it. People cannot be refugees just because they live "in a bad neighborhood or poverty."

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Supporting Question 3

Supporting Question	How do people work to protect children's rights?
Formative Performance Task	Write and support claims about the ways people work to protect children's rights around the world using evidence from sources.
Featured Sources	Source A: UNICEF 2013 School Challenge presentations Source B: "The Obamas Want the U.S. to Help Girls around the World Stay in School"
Conceptual Understandings	(3.8a) Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly. (3.8c) When faced with prejudice and discrimination, people can take steps to support social action and change.
Content Specifications	Students will examine the extent to which governments and citizens have protected human rights and treated others fairly. Students will investigate steps people can take to support social action and change.
Social Studies Practices	✓ Gathering, Using, and Interpreting Evidence ✓ Civic Participation

Supporting Question

The supporting question asks students to investigate and categorize several examples of humanitarian aid in order to explain how some people around the world work to protect children's rights. The question is meant to be inclusive of the efforts of individuals, groups, nations, nonprofit groups, and multinational organizations.

Formative Performance Task

The third formative performance task asks students to gather evidence to make and support claims about ways people work to protect children's rights (Civic Participation). Students may categorize different approaches (Gathering, Using, and Interpreting Evidence) people take to protect children's rights and provide several examples for each category. This task moves students closer to the goal of constructing an evidenced-based argument in the Summative Performance Task.

For this task, students draw a second time upon the text sources used in Formative Performance Task 2 (Featured Sources A and B and any additional sources used), as well as the two new sources in this section, to document examples of ways people work to protect children's rights.



Protecting Children's Rights Task

What are some ways people work to protect children's rights?	Examples I found in my sources:
<i>Example: Some people work to protect children's rights by donating to charities.</i>	<i>People donate money to the UNICEF challenge, which is used to provide children with food, safe water, and medicine.</i>

Featured Sources

FEATURED SOURCE A showcases five multimedia presentations of schoolchildren participating in various activities to benefit UNICEF through the Kids Helping Kids Challenge. Teachers are encouraged to select at least two or three of these videos to show their classes. The goal is to expand students' understandings of who can work to protect children's rights and how they do so.

FEATURED SOURCE B is an article about a program sponsored by President Barack Obama and First Lady Michelle Obama called Let Girls Learn. The program is intended to help girls around the world meet the challenges of education, leadership, nutrition, and protection against violence.

Additional Resources

The sources described earlier are featured because they offer students opportunities to highlight the kinds of sources teachers may use to teach the inquiry and how to use them. They are not meant to be a final or exhaustive list. Additional or alternative sources include the following:

- The US Fund for UNICEF website (<http://www.unicefusa.org/youthaction>) highlights many ways students can participate in fund-raising efforts for UNICEF, such as the annual trick or treat for UNICEF. The website has links to explore information and graphics, such as the one shown here, depicting ways money raised can be spent to benefit children around the world.



unicef united states fund

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IT'S SCARY HOW MUCH GOOD YOU CAN DO!



Give a child 40 days of clean, safe water for \$1



Feed a malnourished child for 5 days for \$5



Vaccinate 280 children for \$10



Protect 100 kids from malaria for \$100



Install a water pump to serve a whole village for \$500

© UNICEF. <http://www.unicefusa.org/youthaction>.

- Karen Leggett Abouraya, *Malala Yousafzai: Warrior with Words*. Great Neck, NY: Starwalk Kids Media, 2014. This book tells the story of Nobel Peace Prize winner Malala Yousafzai and her campaign for education for girls.
- Teachers may want to share excerpts from vision and mission statements of nonprofit and nongovernmental organizations working to protect children's rights. Paying attention to the local community and cultural considerations, teachers might select three to five mission or vision statements, such as the examples listed here, to emphasize the role various groups play around the world and the impact they have:
 - The Child Labor Coalition (<http://stopchildlabor.org/>): "Our Mission: Promoting health, safety, education and well-being for working minors. Pursuing an end to child labor exploitation."
 - Feed the Children (<http://www.feedthechildren.org/about/>): "Our Vision: Create a world where no child goes to bed hungry. Our Mission: Providing hope and resources for those without life's essentials."
 - Kids Against Hunger (<http://kidsagainsthunger.org/>): "Our Mission at Kids Against Hunger is to significantly reduce the number of hungry children in the USA and to feed starving children throughout the world. We ship meals to starving children and their families in over 60 countries through partnerships with humanitarian organizations worldwide. We need your help to end world hunger."
 - Schoolgirls Unite! (<http://www.schoolgirlsunite.org/About>): "Our Mission is to tackle prejudice against girls worldwide and expand their freedom and opportunities through education and leadership."



Supporting Question 3

Featured Source

Source A: Various authors, multimedia presentations on Kids Helping Kids projects for the 2013 School Challenge, UNICEF website



NOTE: The website opens to the School Challenge page. To view presentations about the winning school projects (three videos, a PowerPoint presentation, and a poster), click on the 2013 School Challenge Winners link.

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Supporting Question 3

Featured Source

Source B: Newsela staff, article about education for girls, “The Obamas Want the U.S. to Help Girls around the World Stay in School,” McClatchy Washington Bureau, March 8, 2015

The Obamas want the U.S. to help girls around the world stay in school

By McClatchy Washington Bureau, adapted by Newsela staff

WASHINGTON — Today, more than 60 million girls around the world are not in school. A new program from the U.S. government will try to change that. President Barack Obama and First Lady Michelle Obama announced the program this week. It is called Let Girls Learn.

Let Girls Learn will join another U.S. government program. The other program was started by the U.S. Agency for International Development. The USAID program tries to help girls around the world in areas including: education, leadership, nutrition and protection against violence.

Let Girls Learn

“Every child is precious. Every girl is precious. Every girl deserves an education,” President Obama said. “I want to make sure that no girl out there is denied her chance to be a strong, capable woman.”

The president and first lady have two daughters — Sasha and Malia. This made the Obamas want to help other girls even more.

“I see myself in these girls. I see our daughters in these girls,” Michelle Obama said. “I just can’t walk away from them.” Obama said she had to do something to help these girls achieve their dreams.

The Peace Corps is one group that will help with the new program. The Peace Corps is a volunteer program that was founded by the U.S. government in 1961. It sends Americans to poor countries to help people there. The Peace Corps has almost 7,000 volunteers in more than 60 countries.

Uniforms, Books, School Fees

These volunteers will look for reasons that girls do not finish their education. The reasons include: the cost of a uniform, school fees, and not having textbooks.

Peace Corps volunteers “speak the local language. They understand the local culture,” director Carrie Hessler-Radelet said. The volunteers will be good at helping girls get an education in the local communities, she said.

The girls education program will start with 11 countries the first year: Albania, Benin, Burkina Faso, Cambodia, Georgia, Ghana, Moldova, Mongolia, Mozambique, Togo and Uganda. More countries will be included the following year, the White House said.

Michelle Obama will travel to Japan and Cambodia this month as part of the program. She will meet with Japanese First Lady Akie Abe and U.S. Ambassador Caroline Kennedy. In Cambodia, she will meet with Peace Corps volunteers. She will visit a local school.

President Obama’s program asks for \$250 million for girls programs around the world.



Better Leaders For The Future

USAID already spends \$1 billion each year in international education. The organization has helped train more than 300,000 teachers worldwide. It provides more than 35 million textbooks and teaching materials each year.

Gayle Smith works with a U.S. government agency on international issues. She said improving education for girls helps a country make more money and become richer. More educated girls can create better leaders for the future, she said.

Smith pointed out the difficulties for girls in places like Nigeria and Sudan. She said the program will also help protect girls around the world.

Giving Every Child A Chance

Susan Rice advises the U.S. government on safety issues. She said this program comes at an important time.

We cannot allow these difficulties to prevent young women from having an education, Rice said. "Together let's make sure that every child has a chance to (get) the future that they deserve, starting with an education."

Michelle Obama said she hopes young people in the U.S. understand the "power of education." Getting an education will help young people be successful in the future. Obama said she wants students to learn about the difficulties girls around the world have in getting an education.

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Summative Performance Task

Summative Performance Task

ARGUMENT Do people around the world care about children's rights? Construct an argument, supported with evidence, which addresses this question.

EXTENSION Express students' arguments through a class discussion using the Take a Stand protocol.

For this activity, rather than have students express their evidence-based arguments through formal, written essays, teachers may wish to have students sketch out their responses to the compelling question by using a large note card or half-sheet of paper. One side of the paper can be dedicated to each student's position, either that people around the world do care about children's rights or that they do not. Although many students will gravitate toward one or the other end of that continuum, teachers should encourage them to consider more nuanced arguments, such as "Some people care about children's rights, but more people should." The other side of each student's paper is reserved for listing the evidence that supports the argument chosen.

This kind of informal written task offers two benefits. First, for students, such a task is less dependent on good writing skills than an essay is. Essay writing is very important, but it takes considerable practice and skill, and if this inquiry is taught early in the school year, teachers may want to focus more on the key elements of the argument-evidence relationship than on students' abilities to write fully formed responses. Second, the benefit to teachers is that they can quickly see if students are grasping the content of the inquiry through the statement of their arguments and the evidence they cite to support those arguments.

Students' arguments likely will vary but could include any of the following:

- People around the world do not care enough about children's rights because millions of children do not attend school and many are forced to work.
- People around the world do not care enough about children's rights because they buy products from countries that use children as farm workers and even slaves.
- People around the world do care about children's rights because they work together in organizations like UNICEF to help build schools and give school supplies to children who need them.
- People around the world do care about children's rights because they raise money and donate it to charities that provide food and medicine for kids.

It is possible for students to find support for any of these arguments in the sources provided and through their analysis of the sources.

Extension

In addition or as an alternative to the Summative Performance Task, teachers may lead students through a class discussion of the compelling question. There are many ways to stage a student discussion; the Take a Stand protocol offers a structured way of doing so.

In a Take a Stand activity, the classroom is arranged so that one end is reserved for those students who believe people around the world care a great deal about children's rights, while the other is reserved for those who believe people around the world care very little about children's rights. Students then arrange themselves physically at points along the continuum. Students should not take an extensive amount of time choosing their positions but should concentrate on engaging in dialogue with those nearby about the content of their arguments and the evidence they believe supports them. As the discussions unfold, some students may realize that they want to modify their original arguments and move to a different position along the continuum. As they do so, teachers can encourage those students to articulate their reasons for shifting positions.



Taking Informed Action

Compelling Question	Do people around the world care about children's rights?
Taking Informed Action	<p>UNDERSTAND Brainstorm a list of issues related to children's rights around the world, for which the class might construct a public service announcement.</p> <p>ASSESS Determine how a public service announcement could influence the protection of children's rights.</p> <p>ACT Choose one issue and construct a public service announcement that could be submitted for broadcast during the school announcements.</p>

Taking informed action can manifest in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world. The three activities described in this inquiry represent a logic that asks students to (1) *understand* the issues evident from the inquiry in a larger and/or current context, (2) *assess* the relevance and impact of the issues and how they might be able to help protect children's rights, and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students build background knowledge to understand the concept of universal human rights in general and children's rights in particular. Students learn that children are not treated equally around the world and that a range of individuals and groups are attempting to ensure that all children have access to basic rights. The videos included as sources in Formative Performance Task 3 provide concrete examples of how students can participate in taking informed action. These examples should give students the confidence and initiative required to bring actionable efforts to fruition.

In the *understand* section of the Taking Informed Action activity, students can draw on the knowledge and expertise they developed through the inquiry to brainstorm a list of issues they think could benefit from the construction of a public service announcement (e.g., an appeal to students and teachers in their school to support UNICEF). Once students have generated a list of possible issues, teachers can help them *assess* that list by leading them through an analysis of how they might be able to become involved in protecting children's rights through the development of a public service announcement. Although either of the first two activities could wrap up this inquiry, teachers and students may want to follow through and *act* by choosing an issue on which to focus and creating an actual public service announcement. That announcement could be made public through school announcements, newsletters, and the like.



Common Core Connections

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State P–12 Common Core Learning Standards for English Language Arts and Literacy. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across the Toolkit inquiries.

Identifying the connections with the Common Core Anchor Standards will help teachers consciously build opportunities to advance their students' literacy knowledge and expertise through the specific social studies content and practices described in the annotation. The following table outlines the opportunities represented in the Grade 3 inquiry through illustrative examples of each of the standards represented.

Common Core Anchor Standard Connections	
Compelling Question	Do people around the world care about children's rights?
Reading	<p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>See Formative Performance Task 2: Students identify examples of human rights violations, where they occur, and evidence from the text that explains why these violations occur in those places.</p> <p>CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>See Formative Performance Task 1: Students draw examples illustrating selected children's rights from their reading of Featured Source A.</p>
Writing	<p>CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>See Formative Performance Task 3: Students gather evidence to make and support claims about ways people protect children's rights.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>See the Summative Performance Task: As students take positions in the Take a Stand protocol, they may realize that they want to modify their original arguments and move to different positions along the continuum.</p>
Speaking and Listening	<p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>See the Summative Performance Task: Students draw on the knowledge and expertise they developed through the inquiry in order to participate in the Take a Stand protocol, speaking to peers about their argument in response to the compelling question.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>See Taking Informed Action: Students choose an issue on which to focus and create a public service announcement that can be broadcast through the medium of school announcements, newsletters, online forums, and the like.</p>
Language	<p>CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>See Featured Source B in Formative Performance Task 1: Words such as "inalienable," "guarantee," and "ensure" will be important to discuss, define, and use in writing together.</p>



Appendix A: Children's Rights Inquiry Vocabulary

Term	Definition
child labor	The practice of having children work to provide for their family.
children's rights	Those opportunities to which all children should have access.
Convention on the Rights of the Child	The 1989 United Nations agreement outlining the civil, political, economic, social, health, and cultural expectations that all children should experience.
discrimination	Unfair treatment based on one or more group characteristics.
ensure	To make sure or provide for.
guarantee	To pledge or promise that certain conditions will be met.
human rights	Expectations of opportunities that all humans should experience.
human rights violations	Disrespecting someone else's human right.
humanitarian aid	Assistance offered to people whose basic needs are not being met.
inalienable rights	Fundamental human rights that cannot be taken away.
Refugees	People who leave their home countries typically because they have suffered or fear suffering persecution or war.
UNICEF	A United Nations agency concerned with the welfare of children around the world. The acronym stands for United Nations Children's Fund.
Universal Declaration of Human Rights	An expression of the expectations that all humans should experience, crafted by the United Nations in 1948.
universal rights	The idea that human rights should be acknowledged throughout the world.